

You are not alone!

As a member of the PRISM Review team, you can get important information on mental health services from fellow reviewers. The following references to mental health services are contained in other Core Questions (nearly verbatim).

Mental Health Services Protocol	Other PRISM Activity
1. Program Planning and Management for Quality Mental Health Services	<p><u>Planning Q2</u> How effective is the grantee's ongoing system of program planning in supporting the implementation of quality services to children and families? How does the system ensure:</p> <ul style="list-style-type: none"> ▪ written plan(s) for implementing quality services for children and families, and supporting pregnant women as appropriate, that result in positive outcomes and are reviewed, revised, and updated as needed? <p><u>Communication Q3</u> How effective is the grantee's communication system in supporting the implementation of quality services to children and families? How does the system ensure:</p> <ul style="list-style-type: none"> ▪ effective communication between staff and parents, carried out on a regular basis throughout the program year and in the primary or preferred language of the parents? ▪ required information is shared among staff (e.g., program plans...)? ▪ strong communication, cooperation, and information sharing among agencies and their community partners? ▪ regular communication among all staff? <p><u>Record-Keeping and Reporting Q4</u> How efficient and effective are the record-keeping and reporting systems in providing accurate, confidential, and timely information regarding children, families, and staff and in supporting quality services? How are the record-keeping and reporting systems used to manage data and generate status reports that:</p> <ul style="list-style-type: none"> ▪ identify and report program progress toward goals and objectives, and result in revised plans for the implementation of services as necessary?

<p>1. Program Planning and Management for Quality Mental Health Services (cont.)</p>	<ul style="list-style-type: none"> ▪ provide information on preschool children's progress? ▪ control program quality and maintain program accountability? <p><u>Ongoing Monitoring Q5</u> How effective is the grantee's ongoing monitoring system in supporting the implementation of quality services to children and families? How does the system ensure:</p> <ul style="list-style-type: none"> ▪ ongoing monitoring to ensure tracking of patterns of progress and accomplishments for groups of children in learning and development, as well as in health and disabilities services and family and community partnerships? <p><u>Self-Assessment Q6</u> How effective is the grantee's approach to self-assessment in supporting the implementation of quality services to children and families? How does the system ensure that:</p> <ul style="list-style-type: none"> ▪ the self-assessment examines the effectiveness and progress in meeting the grantee's goals and objectives and the implementation of Federal regulations? ▪ the grantee analyzes the results of the self-assessment and uses the information to address continuous improvement and to inform the grantee's planning process? <p><u>Human Resources Q7</u> How effective is the grantee's human resources management system in supporting the implementation of quality services to children and families? How does the system ensure that:</p> <ul style="list-style-type: none"> ▪ all required functions (e.g. content area experts, etc.) are appropriately assigned? ▪ there are adequate provisions for staff supervision and support, including annual performance appraisals? ▪ all staff are qualified for their positions? ▪ services for children meet the staffing requirements set out in the Performance Standards? ▪ the training and development system provides a structured approach to assisting staff, governing body members,
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<p>1. Program Planning and Management for Quality Mental Health Services (cont.)</p>	<p>Policy Council members, and volunteers in acquiring or increasing the knowledge and skills needed to fulfill their job?</p> <p><u>Fiscal Management Q8</u> How effective is the fiscal management system in supporting the implementation of quality services to children and families? How does the system ensure that:</p> <ul style="list-style-type: none"> ▪ the budget is developed and approved to support program goals and objectives? ▪ status reports reflect the appropriate use of funds to support quality services? <p><u>Prevention and Early Intervention Q9A</u> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ a regular schedule of on-site consultation by a mental health professional supports parent and staff efforts to address children's needs in a timely manner? <p><u>Community Partnerships Q16</u> How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families? How does the grantee:</p> <ul style="list-style-type: none"> ▪ develop community partnerships, supported by interagency agreements, as appropriate? ▪ establish collaboration within the grantee agency and across agencies?
<p>2. Early Identification of Children's Mental Health Needs</p>	<p><u>Prevention and Early Intervention Q9A</u> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ Developmental screening plays a role in child development and health services planning for children? <p><u>Health Care Tracking and Follow-Up Q9B</u> How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are</p>

<p>2. Early Identification of Children's Mental Health Needs (cont.)</p>	<p>received in a timely manner? How does the grantee ensure that:</p> <ul style="list-style-type: none"> mechanisms are in place that support communication among staff, parents, and community providers to assure follow-up services are received? all confidentiality requirements are met and those who need information can access it? <p><u>Individualization Q10</u> How does the grantee individualize the program of child development and health services to meet each child's unique characteristics, strengths, and needs, as determined in consultation with the family? How does the grantee ensure that:</p> <ul style="list-style-type: none"> individualization is based on the results of ongoing child assessment linked to curriculum goals and reflected in the program's curriculum, planning, record-keeping, and family partnership process? <p><u>Curriculum and Assessment Q13</u> How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option? How does the grantee ensure that:</p> <ul style="list-style-type: none"> the written curriculum includes (a) goals for children's development and learning; (b) the experiences through which children will achieve these goals; (c) what staff and parents can do to help children achieve these goals; (d) the materials needed to support the implementation of the curriculum towards achieving the stated goals; and (e) consistency with the Performance Standards and sound child development principles?
<p>3. Parent Involvement in Children's Mental Health</p>	<p><u>Prevention and Early Intervention Q9A</u> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? How does the grantee ensure that:</p> <ul style="list-style-type: none"> parents are involved as full partners in

<p>3. Parent Involvement in Children's Mental Health (cont.)</p>	<p>prevention and early intervention?</p> <p><u>Parent Involvement Q15</u> How does the grantee provide parent involvement opportunities? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ parents are involved in the development of the program of services for children, including home visits; parent conferences; the delivery of health care services to children; the development of the curriculum; planning, implementing, and evaluating nutrition services; and developing and implementing services for children with disabilities? ▪ parents have the opportunities to enhance their skills and knowledge in the following areas: <ul style="list-style-type: none"> ○ medical, dental, mental health and nutrition (encouraging parents to become active partners in their child's health care process and learn the principles of preventive health and safety)?
<p>4. Mental Health Education and Intervention for Parents</p>	<p><u>Prevention and Early Intervention Q9A</u> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? How does the grantee ensure that:</p> <ul style="list-style-type: none"> • pregnant women enrolled in EHS are assisted in accessing prenatal and postpartum care and are provided with prenatal education? <p><u>Curriculum and Assessment Q13</u> How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ parents are involved in curriculum implementation and reporting child progress?

<p>4. Mental Health Education and Intervention for Parents (cont.)</p>	<p><u>Family Partnership Building Q14</u> How does the grantee engage in a process of collaborative partnership building with parents? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ staff work with families throughout the year to identify family goals, strengths, and necessary services and supports, and to describe progress in achieving family goals? ▪ staff work with parents to identify and access services and resources responsive to their interests and goals, and follow up with them to ensure that the referrals met their expectations and circumstances? ▪ for programs that enroll pregnant women, infants, and toddlers, assistance is available to mothers in accessing comprehensive prenatal and postpartum care? <p><u>Parent Involvement Q15</u> How does the grantee ensure that parents have opportunities to enhance their skills and knowledge in the following areas:</p> <ul style="list-style-type: none"> ▪ knowledge of child growth and development, the program's curriculum, the child assessment process, and parent skills? <p><u>Community Partnerships Q16</u> How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families? How does the grantee:</p> <ul style="list-style-type: none"> ▪ promote the access of children, families, and pregnant women, as appropriate, to community services that are responsive to their needs, such as child care?
<p>5. Special Help for Children's Individualized Mental Health Needs</p>	<p><u>Prevention and Early Intervention Q9A</u> How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? How does the grantee ensure that:</p> <ul style="list-style-type: none"> ▪ a regular schedule of on-site consultation by a mental health professional supports parent and staff efforts to address children's needs in a timely manner?

5. Special Help for Children's Individualized Mental Health Needs	<u>Disabilities Services Q12</u> How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? <ul style="list-style-type: none">▪ ensure the timely assessment of special education/related services needs of children with disabilities, conducted in coordination with the Part C agency and/or LEA?▪ provide parents with information and assistance in understanding and advocating for services and support needed to address their child's special needs?▪ provide staff with the information, guidance, and resources needed to help children and families meet the individualized goals and objectives in the IFSP/IEP?▪ modify activities; remove barriers; and provide support, as needed, for inclusion of children with disabilities in the full range of program activities?
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Other PRISM Activities with Relevant References for Mental Health Services

FOCUS CHILDREN:

Review focus children's files to note mental health-related items, such as: developmental screening; behavioral, social, and/or emotional concerns; mental health history and observations; family functioning and input, etc.

Transportation Services Checklist

19. Appropriate staff is informed of any health or safety accommodations or adaptations needed for children in accordance with the program's confidentiality policy. [1304.22(b)(3)]

Classroom, Family, Child Care, or Socialization Experience Observation Instrument

- Interview Questions
 - How do you integrate issues of health, nutrition, and mental health into the curriculum...?
 - What developmental screening tool do you use...?
 - How often do you assess children...? How do you communicate this information to his/her parent?
1. Teacher Interactions and Strategies
 - positive child guidance and appropriate limits
 2. Facilitating Children's Language and Literacy Development
 - language use and interaction among children and adults
 - adult's fostering children's communication, including home language
 - experiences that support creative expression
 4. Facilitating Children's Social and Emotional Development
 - experiences that foster independence and trust;
 - age-appropriate expectations of children;
 - adults interacting in supportive ways;
 - experiences that help children develop social skills, competence, respect for others, and positive attitudes towards learning.
 6. Prevention and Early Intervention Integrating Health, Nutrition, Mental Health, Safety and Wellness
 - health, nutrition, and mental health integrated into routines and children's learning experiences
 7. Individualizing and Disabilities Services
 - adults observing and assessing children's behavior and progress

Home Visit Observation Instrument

- Interview Questions
 - How do you integrate issues of health, nutrition, and mental health into the curriculum...?
 - What developmental screening tool do you use...?
 - Describe your process for the ongoing assessment of children.
 - How do you use the results from the assessment to help you in planning?
 - How do you communicate with the child's parents about their child's progress?
- 1. Home Visit Interactions and Strategies

How does the home visitor:

 - demonstrate a friendly and cooperative relationship with the family?
 - help parents improve their parenting skills?
 - plan home visits with parents to incorporate all services of the HS program?
- 4. Facilitating Children's Social and Emotional Development

How do the home visits help parents:

 - provide experiences that foster independence?
 - develop age-appropriate expectations of children?
 - interact in supportive ways?
 - help children develop social skills, respect for others, and friendships?
 - help children feel successful, competent and positive toward learning?
- 6. Curriculum: Prevention and Early Intervention Integrating Health, Nutrition, Mental Health, Safety, and Wellness

How does the home visitor help parents:

 - ensure a safe environment?
 - promote health, nutrition, and wellness?
- 7. Curriculum: Individualizing and Disabilities Services

How do the home visitor and parent:

 - plan and implement experiences that match the child's current developmental level?
 - understand ways to adapt or change activities for the child?
 - Identify, select, and use toys, books, and other materials that match the child's interests and abilities?
- 8. Family Partnerships

How does the home visitor:

 - support positive relationships?
 - support parents in progress towards their goals?